

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2008 question paper**

### **0500 FIRST LANGUAGE ENGLISH**

**0500/01**

Paper 1 (Reading Passage – Core), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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NB: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

- 1 (a) **The writer describes the experience of being hit by a bullet as “very interesting” (line 1). What is unusual about his choice of words here?**

The choice of the word 'interesting' (1 mark)

Any convincing attempt to explain e.g. 'it is an understatement' etc (1 mark) [2 marks]

- (b) **Explain, using your own words as far as possible, why five o'clock in the morning was a dangerous time to be in the trench.**

The sky was getting light behind them (1 mark)

They would be clearly silhouetted if they raised their heads and would be a clear target (1 mark)

*Give 1 mark for each of the above clearly explained.* [2 marks]

- (c) **Re-read the lines “Roughly speaking ... in the ordinary sense” (lines 7–16). Choose three words or phrases from this paragraph which the writer uses to describe the effect of being shot. Explain how each of these words and phrases helps you to understand this effect.**

- At the centre of an explosion
- Shock... such as you get from an electric terminal
- A sense of utter weakness
- A feeling of being stricken and shrivelled up to nothing (fell)
- Sandbags receded into immense distance.
- As if you were struck by lightning
- My knees crumpled up (fell)
- A numb, dazed feeling
- No pain in the ordinary sense
- Bang and flash

*Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it.* [6 marks]

- (d) **Explain what is meant by the words “Not being in pain, I felt a vague satisfaction.” (lines 19–20).**

I did not feel hurt/in pain and so had a feeling of hazy contentment.

*1 mark for understanding of 'Not being in pain' and then 1 mark for a clear explanation of 'vague satisfaction'. 1 mark for some sense of understanding of the whole sentence.*

[2 marks]

|               |                              |                 |              |
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- (e) Explain, using your own words, why the writer thought that his wife would be pleased that he had been wounded (lines 20–21).**

She hoped that if he was wounded he would not be involved in the ‘great battle’ when it was likely that he would be killed.

*Give up to two marks for a clear explanation in own words, 1 mark for some sense of this idea.* [2 marks]

- (f) Why was the writer at first unable to speak? (lines 23–24).**

The bullet had passed through his neck (vocal cords) [1 mark]

- (g) Why does the writer say “The meaninglessness of it!” (line 37)?**

It is an exclamation which directly conveys his feelings  
He is angry at the futility of the whole experience

*Give **one** mark for identifying the exclamation and one further mark for an explanation of what inspired it.* [2 marks]

- (h) Explain, using your own words, what the writer means by:**

**(i) “receded into immense distance” (lines 10–11).**

**(ii) “The stupid mischance infuriated me” (lines 36–37).**

**(iii) “I could not feel any resentment against him” (lines 39–40).**

**(i)** diminished into a great distance

**(ii)** the foolish accident made me fiercely angry

**(iii)** I did not feel any bitterness towards the person who shot me

*Give up to two marks for an explanation in own words of each of the three phrases.* [6 marks]

|               |                              |                 |              |
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- (i) Re-read paragraphs 4–6 (“People gathered round...very blurry”) and then write a summary of what happened to the writer after he was shot and what his thoughts were at this time.

**Write a paragraph of about 50–70 words.**

- 1 People surrounded him/came to help (him)
- 2 They wanted to cut open his shirt/called for a knife
- 3 He knew there was a knife in his pocket/couldn't remove it/right arm paralysed
- 4 Felt a vague satisfaction/no pain/knew his wife would be pleased
- 5 He wondered where and how badly he had been hit
- 6 He had difficulty speaking
- 7 People brought bandages and alcohol field-dressings
- 8 The alcohol was put on the wound
- 9 A stretcher was brought
- 10 He thought he would die/wondered how long he had left

*Give 1 mark for each of these points up to a maximum of 7.*

[7 marks]

**[Total: 30 marks]**

- 2 Imagine you are a newspaper reporter who is writing an article about George Orwell's war experiences. You visit him at home where he is recovering from his wound, and interview the writer (George) and his wife. Write your article. In your article you should include:**

- **George's thoughts and feelings about his experience**
- **his wife's reaction to what happened**
- **their hopes for the future**

**You may invent your own headline for the article and a name for George's wife. Do not write in columns.**

**You should base your ideas on what you have read in the passage, but do not copy from it.**

**You should write between 1 and 1 ½ sides, allowing for the size of your handwriting.**

**Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing.**

#### **General notes on task**

The most successful responses are likely to view the event clearly from the wife's perspective and to incorporate references to the events described into a letter showing love, concern and a certain amount of relief. Less successful responses are likely to lift sections of the original and then either revert to inappropriate narrative or indulge in emotional outpourings not closely related to the spirit of the text.

Look for and credit an attempt to write in an appropriate register.

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### Marking criteria for Question 2

#### (a) READING (Using and understanding the material)

Use the following table to give a mark out of 10.

|                              |  |
|------------------------------|--|
| <b>Band 1</b><br><b>9–10</b> | Uses and develops several ideas, both factual and inferential, from the passage. Makes developed and credible references to all three bullet points.       |
| <b>Band 2</b><br><b>7–8</b>  | Refers to several details from the passage and makes some sensible references to all three bullet points – although some may be more detailed than others. |
| <b>Band 3</b><br><b>5–6</b>  | Repeats some details from the story about how the wounding occurred. Focuses on the question and on the passage, but uses material simply and partially.   |
| <b>Band 4</b><br><b>3–4</b>  | There is some relevance to the question with a tendency to retell the story rather than to comment. Makes simple references to details of the wounding.    |
| <b>Band 5</b><br><b>1–2</b>  | May retell the story or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.     |
| <b>0</b>                     | Very little/no relevance. General misunderstanding of task and passage.  |

#### (b) WRITING (Core tier)

Use the following table to give a mark out of 10.

|                              |   |
|------------------------------|---|
| <b>Band 1</b><br><b>9–10</b> | Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established. |
| <b>Band 2</b><br><b>7–8</b>  | Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.             |
| <b>Band 3</b><br><b>5–6</b>  | Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.                        |
| <b>Band 4</b><br><b>3–4</b>  | The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.  |
| <b>Band 5</b><br><b>1–2</b>  | The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.   |
| <b>0</b>                     | The answer cannot be understood.  |

*Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.*

**[Total: 20 marks]**